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ABSTRACT

Materials presented here include a variety of resources for teachers of Esperanto: a brief guide to Esperanto teaching, including suggested teacher qualifications, a listing of instructional materials and resources, including serials, with details of publication, activities in preparation for teaching, grade-level class activities, notes on Esperanto fonts and the Internet, a source for pen pals, and information on travel; background information on Esperanto research and teaching; a list of the 64 largest language groups, with percentages of the world population speaking them; articles on adult Esperanto learning and the educational and social roles of the Esperanto language, the Esperanto alphabet; a proclamation concerning International Friendship Week; quotations about Esperanto; an ABC of Esperanto, also provided in English; vocabulary lists; common expressions; language rummy game; phrases for translation; notes on testing at different proficiency levels; notes on corresponding with pen pals; a list of false cognates with English; and a brief article in Esperanto. (MSE)

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ED 399 818

# Materials and Techniques for Teaching the Esperanto Language in the Elementary Grades

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## MATERIALS AND TECHNIQUES FOR TEACHING THE ESPERANTO LANGUAGE IN THE ELEMENTARY GRADES

15 SEPTEMBER 1996

1. THE TEACHER

The teacher should have a basic grasp of the structure and pronunciation of Esperanto. Fortunately this can be gained from less than 50 hours of coaching and study. Successful teachers are those who have fun with Esperanto, not those who are linguistic wizards.

A free, 10-lesson correspondence course is available upon request. Simply dial 800/828-5944 and identify yourself as a teacher. As time permits, teachers should improve their skills as much as possible. The 3-week credit courses every summer at San Francisco State University are the best available at present. Membership in the AATE is encouraged.

References should include a 2-way dictionary (by Wells or by McLinen), a textbook (by Conroy and/or by Butler) and an interesting pronunciation model (Liza kaj Paulo). The CEED is a far more complete dictionary, but is only 1-way, English to Esperanto. The Nixon dictionary is ideal for the children because it is small and less expensive.

Elementary school teachers can use ideas related to teaching a language. Here is a book whose 480 pages, particularly Chapters 13 and 14, are full of them: LANGUAGES AND CHILDREN: MAKING THE MATCH, by Curtin and Pesola, 2nd ed., 1994, Longman.

2. BOOK SERVICES: Terms and conditions of payment.

ELNA insists on payment before shipment of books to individuals. The simplest way to comply is to establish an account with it, and place orders against your account. School orders on school stationery will be filled in advance of payment.

BW will simply fill your order immediately, and enclose his invoice with the books.

UEA is the most universal book service, and is the source of most of ELNA's book stock. But it is located in Rotterdam. It is possible to set up an account there (by sending money thru ELNA to avoid check charges), then to order by mail or e-mail. Surface mail from Rotterdam requires at least a month, but air mail is very costly.

3. BOOK AVAILABILITY
From Bern Wheel: Originala Bildvortaro (picture dictionary), $10; Ludu kun ni, $24; Hanako Lernas Esperanton, $12; Comic Books: Asteriks kaj Kleopatra, $12; Asteriks la Gladiatoro, $12.

From ELNA: Mazi (cartoon teaching video = 2 video cassettes, 1 audio c., 1 book) $122.25; Privilegia Vojo (direct method teaching) $8.25.

[The 1996 Packet for Teachers accompanies this letter.]

4. MAGAZINES
Out of the dozens of Esperanto periodicals, these are the ones most likely to be of interest in your school situation:

A. ***KARA AMIKO*** is published in Poland 6 times per year, and costs $15 (pay to ELNA). Its annual directory of teachers and penpals lists more than 30 countries. Your students can present themselves in a special part, and thereby attract penpals. The material is simple and cleverly presented, and is appropriate for younger students.

B. ***JUNA AMIKO*** is published in Hungary 4 times a year, and costs $12 (pay to ELNA). It contains more pages, but provides neither a directory nor opportunity for individual presentations. It is the organ of the international Esperanto teachers' organization.

C. ***EL POPOLA CINIO*** is published in China 12 times per year, and costs $26 (pay to BW or ELNA). It is a high quality magazine on various topics of Chinese life and history. The color pictures and clear Esperanto writing make it a model for students to strive toward.

D. ***HEROLDO*** is published in Italy about 20 times per year. $40 airmail, $28 surface mail (pay to ELNA). It serves as the Esperanto-land newspaper. Black/white pictures of school activities are welcomed.

5. GENERALITIES

A. The materials for teaching Esperanto are simple and inexpensive because its grammar is streamlined and relentlessly regular. It does not require the extensive clarifications of inconsistencies found in all the ethnic languages. The time thus saved can be used for learning

word-building. This activity in turn saves the drudgery of vocabulary memorization.

B. Numbers can be taught by a game: the children roll dice, then say the numbers, the total, and the cumulative total with 100 points as the finishing line. The class can make its own rummy cards, as well as Bingo cards. Esperanto commands like jump, sit, stand, run, etc. can be part of gym classes.

C. Children should progressively learn words of several groups, such as greetings, family members, colors, body parts, foods, rooms of the home, time of day, names of days and months, clothing, jobs, plants, animals, etc. ***Mil Unuaj Vortoj*** (ELNA) is a beautiful, colored picture presentation of many topics.

D. Esperanto badges consist of a green star on a white background, with the word ""Esperanto". ((ELNA, $ .60)

E. HELPFUL IDEAS

a. Mary K. Mills recommends a class visit to a Post Office as a prelude to multinational Esperanto correspondence. Her kids learned a lot about the mail system in general. You might request in advance for each student a copy of Publication 51, International Postal Rates and Fees.

b. Students can make up simple crossword puzzles and try them out on each other.

c. Students can create their own set of vocabulary dominoes. (They can also be bought from ELNA.) One domino might have a picture of a dog on one end, and the word domo on the other. The adjoining piece would have a picture of a house (to match domo) and the word arbo. Next would be a sketch of a tree and another word. A set usually consists of 48 pieces which closes in on itself. Pieces of cardboard can form the backing for the dominoes, which can be of any convenient size.

d. Song (tune = I'm a little teapot, short and stout. Here is my handle, here is my spout...)
Mi bolpot' estas, dikega. Jen la tenilo, mia bek jen.
Kiam vaporig'as, jen mia kri': ""Malplenigu tuje min!"

e. Another song ((tune = 6 times a week and twice on Sunday, add them all up..)
6 en semajno, 2 dimanc'e; sumigu ilin: estas 8.
6 en semajno, 2 dimanc'e; kisoj por mi en bela lok'.

F. The UNESCO project FUNDAPAX aims to put Esperanto classes in many countries into contact with each other. It has produced the book ***Ludu kun Ni*** for elementary schools (now at BW).

G. ESPERANTO COMPUTER FONTS AND INTERNET

Even the novice surfer will find a wealth of information about Esperanto readily available on the Internet. The most important Internet address to know is the ftp site of the UEA (World Esperanto Association) in Rotterdam. This is a site at which one can download fonts, texts, and lists of other Esperanto Internet sites. Its Internet address is: ftp.stack.urc.tue.nl . When you have navigated to this site, open the folder labeled "pub". In that folder open the folder labeler "esperanto". In this folder you will find other folders containing useful items such as fonts for IBM compatibles and Macintoshes.

The first file you should download from this address is the "Read Me" file. It will tell you about the contents of the folders at that address, as well as other useful information. Another file you will definitely want to download is the "Esperanto FAQ sheet". This is a list of Frequently Asked Questions about the language and answers to them all. Many more Internet addresses and web sites are included in this document. Yet another useful document to be found at the UEA ftp site is the "flavaj pagxoj", or "yellow pages"of Esperanto on the Internet.

Note that the letter x does not exist in the Esperanto alphabet, so it can be used for the special purpose of designating supersigned letters. This is needed because of the limitations of most computers. In the word "pagxoj" above, the x indicates that the previous letter, g, has a supersign.

H. PENPALs

Even the youngest of children can enjoy getting mail from distant places, starting with simple postcards. Contacts are available in dozens of countries. They consist of classes as well as individuals, and of a range of ages, teachers as well as students. Guy Menahem is our general compiler of this information. Contact him by phone or mail. Address: 2049 Larchmont, Clearwater, FL 34624. Phones: Weekdays 941/355-3169; Weekends 813/530-0243.

I. TRAVEL

An adjunct to the annual World Esperanto Congress is the Children's Congress. Typically 40 or so children, 6 - 13 years old, come from a dozen countries..... Individual arrangements are possible to visit or receive penpals.....The Scout Esperanto League holds summer Jamborees, usually in Europe. Our scout representative is Allan Fineberg, 28-24 Sherman Place, Fair Lawn, NJ 07410. Tel. 201/297-4884.
E-mail: fineberg@bc.cybernex.net.

**FOR K - 2**

This group does best with vocal cues, instead of reading and writing. Here are some activities which have been found helpful:

Introductions - "Mia nomo estas _____. Kio estas via nomo?"

Commands - Example, "Saltu!" The child jumps, then reports, "Mi saltis."

Poems - one for each of our 28 letters: ***A Bo Co de Esp.***

Songs - ***Kantu Esperante*** and ***Fantaziaj'oj kaj Kantoj por Infanoj*** . These tunes are available on a separate tape from CATW.

Dialogs - children use puppets for speaking

Names - children assume animal names.

Displays - UN day, 21 Oct., Human rights day, 10 Dec., International Friendship week, last full week of February.

**FOR 3 THRU 5**

These children are literate, and the phonetic nature of Esperanto appeals to them. They should be familiar with the material for K - 2, and in addition these activities may interest them:

About Esperanto-
***Peter Jameson's Secret Language,*** at BW

Textbooks - ***Ludu kun Ni , Hanoko lernas Esperanton*** The music for the songs of Ludu kun Ni is available free thru me, upon request for a class.

Word lists - continue and enlarge.

Emphasize - conversations
Skits - composed by children. They should also be sent to the magazines for publication.
Games - 20 questions
Esperanto-ware - for Macintosh. Teaches Esp. and provides Esp. fonts. (ELNA)

Booklets - ***Anaseto kaj Koketo, Dek Demandoj, La S'almisto de Hamelin, Dek Fabeloj*** and many others from China.

VIDEO: ***MAZI*** , at ELNA. Cartoon instructional program.

**FOR 6 THRU 8**

This group has a scholarly interest in grammar. These students should be familiar with the material above for K - 2, and 3 - 5

Homework - build as many words as possible from each of the affixes.

Textbook - ***J'amborea Lingvo*** - based on scouting

Reading material - ***Tendaraj Tagoj, v. 1,2,3. ; Pipi S'trumpolonga; Gerda Malaperis, with wordlist; Pinokjo; Pas'oj al Pli Alta S'tupo.***

Games - Teams ask each other questions.

CONCLUSION

Assuming that 2 hours per week are spent in the classroom, students should attain usable proficiency in less than 3 years. This skill strengthens them dramatically in the general area of language arts, leading to improved English skill. It also whets their appetite for foreign languages, geography and social studies.

Useful Addresses:
AATE (Amer. Assn. of Teachers of Esperanto), 5140 San Lorenzo, Santa Barbara, CA. 805/967-5241;
BW (Bern Wheel), 834 Wenonah, Oak Park, IL 60304. 708/386-4974;
CATW (Children Around The World) 3876 Belmont, San Diego, CA 921166, 619/281-0691 ;
ELNA (Esperanto League for North America), Box 1129, El Cerrito, CA 94530; 510/653-0998.
For other suggestions - Mary Napolitan, 21412 Share St., St. Clair Shores, MI 48082; 810/293-2175

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Kent Jones, Commissioner for Education, ELNA

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# 1996

# Packet for Teachers


Prepared by

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# AN INTERNATIONAL EDUCATIONAL EXPERIMENT WITH THE ESPERANTO LANGUAGE

Usually when Esperanto is taught no special effort is made to record the circumstances or the progress or the progress of the students. A pleasant exception was an international experiment which was conducted in Europe between September 1975 and January 1977. This paper is a summary of that experiment, based on the Esperanto original. (Sonnabend, Helmut. 1979. Esperanto: lerneja eksperimento. Edistudio, Pisa, Italy.)

During that time period, 285 students (average age: 10 years, 9 months) in 11 schools in 5 countries (Belgium, France, Germany, Greece, Netherlands) studied the SAME 40 Esperanto lessons from the same books at the same time. Carefully monitored examinations were given at 4 points during the program.

The culmination of the program was a 1-week International School in Belgium, to which many of the students from other countries came. There they showed their ability to learn various subjects taught in the Esperanto language, and to freely converse among themselves.

The course dealt with the world of the child: his person, clothing,family, home, eating, playing, his city, school, his country, the world, travel, pen friends, the professions, plants, animals, and courteous conduct. The study material included 581 root words. When the meanings were extended by 22 of the regularized Esperanto affixes, the total vocabulary of the experiment became 2840 words.

The lesson plan elements are tabulated here:

| | First Year | Second Year | Total |
|---|---|---|---|
| words | 289 | 292 | 581 |
| grammar items | 66 | 76 | 142 |
| grammar principles | 21 | 29 | 50 |
| sentence structures | 34 | 149 | 183 |
| instructional goals | 134 | 91 | 225 |
| hours | 70 | 70 | 140 |
| lessons | 20 | 20 | 40 |

Upon completion, the students were expected to exhibit genuine ability to use Esperanto. Specifically:

Speech:

* Understand simple Esperanto based on the words studied.
* Participate in conversation.
* Describe pictures, make questions and answers about them.
* Recount the text, understand it, and answer questions.

Reading, Translation:

*Be able to read, error free and expressively, selections which include some unfamiliar words.
* Be able to translate into and out of Esperanto selections containing familiar words.

Writing, Conception:

* Be capable of good penmanship.
*Be capable of taking dictation from easy selections, using familiar words.
* Be able to correspond by letter and postcard with friends in other countries.

International School (at end of course)

* Be capable of understanding teaching in various subjects, questioning appropriately.

## EXAMINATIONS

It was discovered that Greek students, because of their non-Latin native alphabet, performed much below the standard of all other students. As an approximation, it was 30% more difficult for them. Therefore, their test results were excluded from the general averages for statistical validity.

A. **Examination #1**, after 17 hours of classroom study.

| Given | Task | Average |
|---|---|---|

| | | |
|---|---|---|
| 1.Pictures of 37 items | write the name of each, with correct spelling. | 77.4% |
| 2. 18 miscellaneous words | underline the nouns | 95.6% |
| 3. 8 phrases, some nonsense | underline the nonsense | 86.7% |
| 4. 6 phrases needing subjects and obj.of prepositions | fill in the 2 appropriate nouns from memory | 85.1% |
| 5. 5 questions 95.0% | answer yes or no | |
| 6. 5 sentences with alternative words | cross out wrong words | 79.1% |

B. **Examination #2**, after 35 hours of classroom study.

| Given | Task | Average |
|---|---|---|
| 1. Blank paper | write as many words as possible from memory. | 45.4 words |
| 2. 4 drawings | write as many descriptive phrases as possible from memory | 11.6 phrases |
| 3. List of 9 adjectives and 9 nouns | match logical pairs | 7 pairs |
| 4. 7 sentences with noun subjects | choose the appropriate pronoun | 6 pronouns |
| 5. Paragraph of 4 sentences containing 34 words | write from dictation | 4.5 errors |

**Examination #3**, after 51 hours of classroom study

| | | |
|---|---|---|
| 1. 30 sentences | read aloud onto tape | generally good |

(Checked for phonetic correctness, accent on proper syllable, vowel duration, sounds goven to special consonants.)

**Examination #4**, after 140 hours of classroom study, at the end of the International School. 134 students attended.

| Given | task | result |
|---|---|---|
| 1. 9 sentences, read twice | write them perfectly | worst: 88.3% |
| 2. 6 written questions (Where do you live? when do you sleep?) | answer from memory | 52% of students perfect. 48% : 1.9 errors |
| 3. 3 past, present, future verbs at random | write equivalents in your native language | 66.7% to 77.1% |
| 4. 8 sentences | translate into your native language. | 80% |

<u>In contrast, it is notable that these same 8 sentences were given in English to German students for translation into German.</u>

The 7th graders, who had studied English for 3 years scored only 57%. The 8th graders, who had studied English for 4 years, scored only 76%. In other words, the learnability of Esperanto is such that the 11 year olds in the experiment, after 140 hours of study over two years, performed better than the 14 year old Germans did with 4 years of English.

## THE 64 LARGEST LANGUAGE GROUPS

| Rank | Name | Native Speakers (in Millions) | Total | % of World (Pop. =5423) |
|---|---|---|---|---|
| 1 | Mandarin Chin. | 817 | 907 | 16.7 |
| 2 | English | 316 | 456 | 8.4 |
| 3 | Hindi | 321 | 383 | 7.1 |
| 4 | Spanish | 320 | 362 | 6.7 |
| 5 | Russian | 173 | 293 | 5.4 |
| 6 | Arabic | 178 | 208 | 3.8 |
| 7 | Bengali | 180 | 189 | 3.5 |
| 8 | Portugese | 165 | 177 | 3.3 |
| 9 | Malay | 148 | 148 | 2.7 |
| 10 | Japanese | 125 | 126 | 2.3 |
| 11 | French | 71 | 123 | 2.2 |
| 12 | German | 98 | 119 | 2.2 |

| Rank | Name | Speakers | Rank | Name | Speakers |
|---|---|---|---|---|---|
| 13 | Urdu | 96 | 39 | Romanian | 26 |
| 14 | Punjabi | 89 | 40 | Sundanese | 25 |
| 15 | Korean | 73 | 41 | Assamese | 23 |
| 16 | Telegu | 71 | 42 | Pashtu | 21 |
| 17 | Tamil | 67 | 43 | Dutch | 21 |
| 18 | Marathi | 67 | 44 | Serbo-Croat. | 20 |
| 19 | Cantonese | 65 | 45 | Yoruba | 19 |
| 20 | Wu | 64 | 46 | Amharic | 18 |
| 21 | Italian | 63 | 47 | Sindhi | 17 |
| 22 | Javanese | 61 | 48 | Igbo | 17 |
| 23 | Vietnamese | 61 | 49 | Zhuang | 15 |
| 24 | Turkish | 57 | 50 | Azerbaijani | 15 |
| 25 | Minangkabau | 50 | 51 | Hungarian | 14 |
| 26 | Thai | 49 | 52 | Nepali | 14 |
| 27 | Swahili | 46 | 53 | Fula | 13 |
| 28 | Ukrainan | 46 | 54 | Uzbeki | 13 |
| 29 | Polish | 44 | 55 | Cebuano | 13 |
| 30 | Tagalog | 43 | 56 | Sinhalese | 13 |
| 31 | Kannada | 43 | 57 | Malagasy | 12 |
| 32 | Gujarati | 39 | 58 | Czech | 12 |
| 33 | Hausə | 36 | 59 | Greek | 11 |
| 34 | Malayalam | 35 | 60 | Byelorussian | 10 |
| 35 | Pedi | 34 | 61 | Afrikans | 10 |
| 36 | Hakka | 33 | 62 | Kurdish | 10 |
| 37 | Oriya | 31 | 63 | Madurses | 10 |
| 38 | Burmese | 31 | 64 | Oromo | 10 |

Source: 1993 World Almanac. Compiled: Kent Jones, 5 Feb. 1993

# How Adults Learn

***As John Holt said, it's never too late for adults to learn something new, and we don't always need classes to do it, either. If you're helping children learn, you gain a lot of perspective if you're also learning a new skill yourself. Here are some stories about adults learning — tell us yours!***

## Learning Esperanto

*Robert Henderson of Washington writes:*

I learned a new language in two days.

My Esperanto adventure began five years ago as a result of problems I encountered while corresponding with a woman in Khazakhstan, a former Soviet republic near Afghanistan. She spoke no English at all; my Russian is truly pathetic. It took me a week to read her letters and even longer to reply. My efforts were pretty crude, something like, "I have a dog. The dog is black. I like my dog." She spent hours deciphering these insights. While laboring on one of her letters, I translated this sentence: "This would be much easier if we learned Esperanto."

Esperanto is a language developed near the turn of the century by a doctor named Ludwig Zamenhof. Because his rich, expressive language is specifically designed to be learned quickly, it has spread throughout the world. Estimates of the number of Esperanto speakers today run into the millions.

I found an Esperanto grammar and dictionary at the public library and skimmed them whenever I had a free minute. Two days later I wrote my correspondent a three-page reply. I commented on events in her country and mine. I told her Christmas was coming and described our holiday customs. I wrote about favorite foods and rock groups and mentioned my fascination with the Russian space program, as her home is near the Russian launch facility. I soon received her reply. It too was in Esperanto, and I read it in minutes.

Since then I've met many new friends all over the planet through Esperanto. I have pen-pals in Africa, Europe, and Asia, and have learned more about life in other countries than I ever could have without living there. Neither they nor I have to make language choices that leave someone at a disadvantage. And because Esperanto is so rich, we communicate freely on any subject we desire.

How did I learn Esperanto so quickly? Well, to begin with, Esperanto has no irregularities. Most languages have rules, such as "i before e except after c." Then come all the exceptions: weird, either, heir, and so on. The exceptions take longer to memorize than the rule. In Esperanto, though, rules are rules. When you've learned them, you're done.

Pronunciation in other languages often poses the same problem, but in Esperanto, all the letters are always pronounced the same way, so I always know how to say a new Esperanto word.

In the other languages I speak, identifying the parts of speech has always been confusing. Take the English word "tree," for example. Sometimes it's a noun: "Look at that tree." But I might say, "The dogs like to tree squirrels" – now it's a verb. If I say, "Nice tree house!", it plays the role of an adjective.

However, the last letter of every Esperanto word tells you what kind of word it is. Because I always know what a word is doing in a sentence, I can often figure out what a strange word means.

What helped me the most, though, was Esperanto's additive vocabulary. That means you add modifiers to a word to get related terms. In English, we have bull, cow, calf, and herd. These words are all related, but you can't tell that by looking at them. In Esperanto, the same words are bovo, bovino, bovido, and bovaro. The only word I had to l[illegible]n was the first one. Then I just added the endings that mean female, offspring, and group, and got four words for the price of one.

Because Esperanto is so logical, it's the only language I've learned successfully from books and tapes. Of course, oral proficiency requires talking and listening, as it does in any language. Still, a man once complimented me on my spoken Esperanto and asked if I spoke it often. I confessed that he was the first person I'd ever conversed with in Esperanto. We were both amazed.

Anyone interested in learning Esperanto can call the Esperanto Ligo por Norda Amerika (Esperanto League for North America) at 1-800-828-5944, or write ELNA at PO Box 1129, El Cerrito CA 94530. They will send you a free packet of information, including Lesson 1 of their free ten-lesson postal course.

Iam able vi kaj mi kunparolos Esperante! (Someday maybe you and I will converse in Esperanto!)

OFFICE OF THE MAYOR

CITY OF CHICAGO

RICHARD M. DALEY
MAYOR

# PROCLAMATION

WHEREAS, Sunday, February 18, 1996, marks the beginning of International Friendship Week; and

WHEREAS, International Friendship Week, which was initiated by Esperanto groups, will be celebrated simultaneously in dozens of countries worldwide; and

WHEREAS, Esperanto promotes worldwide friendship through the use of common words in European languages, and is the best documented, most promising attempt at forming an universal language acceptable to people of different cultures and background; and

WHEREAS, Esperanto also serves as a preparatory course for English and foreign languages because of its systematic, streamlined grammar; and

WHEREAS, the Esperanto Society of Chicago has recently been honored by a visit by Dr. Chong-Yeong Lee of Korea who is the president of the World Esperanto Organization; and

WHEREAS, the Esperanto Society of Chicago is now translating an algebra textbook for youth groups in the Third World; and

WHEREAS, the UNESCO project FUNDAPAX aims to link Esperanto classrooms in multiple countries by computer, fax, telephone and mail; and

WHEREAS, 1996 marks the 109th anniversary of the Esperanto language:

NOW, THEREFORE, I, RICHARD M. DALEY, MAYOR OF THE CITY OF CHICAGO, do hereby proclaim February 18 - 24, 1996, to be INTERNATIONAL FRIENDSHIP WEEK IN CHICAGO, in honor of Esperanto's 109th anniversary.

Dated this 18th day of January, 1996.

Richard M Daley

Mayor

THE EDUCATIONAL ROLE OF THE ESPERANTO LANGUAGE

Esperanto is like the metric system. It is built from logical rules, and is independent of any ethnic or ideological group. The rules were published in Poland in 1887 by a physician, Dr. L.L. Zamenhof. Since that time thousands of books have been written in Esperanto. A multinational culture has arisen marked by magazines, a network of representatives in more than 1000 cities, and more than 200 gatherings annually. The largest of these is the world congress, held in a different country each year. Last year 2400 Esperantists from more than 50 countries came to the congress in Finland.

Esperanto can be helpful to humanity in many ways as a common second language. The United Nations, diplomacy, literature, business, science, transportation, emergency services, etc. - all suffer for the present lack of a common language. But the most valuable immediate contribution of Esperanto is to expedite education.

The contribution of Esperanto to education is the result of its systematic nature. Children who try to learn any ethnic language -English for example - are confused and frustrated by its craziness. It takes them a long time to understand the internal logic. Esperanto greatly shortens this time by revealing the underlying anatomy of language. This occurs because the confusing and contradictory features found in all ethnic languages have been kept out of Esperanto. Only the essentials are present. A tabulation entitled WHY ESPERANTO IMPROVES ENGLISH SKILLS is attached to cite specific points.

We believe that Esperanto should precede the formal study of English, because Esperanto can prepare the mind for it. This follows the teaching principle of beginning with uncomplicated things and progressing to complex ones. As an example, in a 1933 study at Columbia University by Dr. Thorndike it was found that 1 semester of Esperanto followed by 3 semesters of French produced more proficiency in French than did 4 semesters of French. There are many other examples of this sort.

Children especially enjoy learning Esperanto because of the potential for penpals in numerous foreign countries. Lucky ones can attend the annual congress for children, held simultaneously with the adult congress. This event usually includes children from several native languages, all speaking Esperanto to each other.

Lacking Esperanto, our public school students have been inadequately prepared for college: nationwide, 40% of those entering college (56% for Chicago) require courses in remedial English. While Esperanto cannot create linguistic geniuses it can certainly improve early student skill in English. These lead to better performance in science, history, etc.

In view of these facts we recommend that Esperanto become an integral part of Language Arts. Children can gain usable proficiency in less than 200 hours of instruction. Elementary school teachers can begin teaching error-free Esperanto after less than 75 classroom hours of study. They can study in summer credit courses at universities, individually with assistance, or in classes organized in schools.

High school students are past the best age for learning languages, although some outstanding persons have learned Esperanto at that age. One was Dr. Linus Pauling, who won Nobel prizes for Peace and Chemistry. Another is the current president of the University of Hartford, Dr. Humphrey Tonkin. High schools would do well simply to sponsor Esperanto clubs.

Former Esperanto students who begin a foreign language are well prepared. They approach it with confidence, and learn it with skill. This is in contrast with the current failure of 99% of the students to gain usable proficiency in the foreign language studied.

In summary, the role of Esperanto in schools is to provide basic language competence to elementary students. The first payoff is learning English early, so as to quickly begin learning substantive material like science. The second payoff is for success to replace failure in learning foreign languages. The overall effect is to lift the academic achievement level of all of our students.

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# QUOTATIONS ABOUT ESPERANTO

1.
Esperanto, an international language, is based on words common to the chief European languages. Root words are selected on a basis of maximum internationality. The spelling is completely phonetic, and the grammar contains no irregularities.

Esperanto was deliberately designed as a simple, rational and useful language which makes it ideal as a first language to be learned outside of one's native language. Esperanto's streamlined grammar permits relatively rapid learning by the student. It also has the potential for establishing immediate personal contacts with a global network of users.

Gerald L. Sbarboro, Member, Board of Education, Chicago
Chicago Daily News, Monday, Oct. 2, 1972. Editorial page.

2.
THE VALUE OF ESPERANTO TEACHING

Without wishing in any way to detract from the value of other languages now taught, it is my opinion that the teaching of Esperanto presents several notable advantages:

(1) It has been experimentally determined that it supplies an excellent stepping-stone for other languages, since by reason of its simplicity of structure and vocabulary it breaks down the initial resistance of the average unilingual learner, and at the same time that it builds up his foreign vocabulary, it builds up his confidence in his own ability to learn and assimilate foreign languages.

(2) In addition, it has a decided practical value by reason of its fairly extensive speaker population in all countries of the world, which means that a person equipped with Esperanto will be almost certain to find fellow speakers anywhere. In a country like Japan Brazil, for instance, short of knowing Japanese or Portuguese, he has a better chance of finding Esperanto speakers than speakers of German or Russian.

(3) Lastly, Esperanto, with its world outlook, contributes to the formation of a world culture to a greater degree than any national language, which builds up familiarity with the culture of the nation or nations to which the language specifically belongs, but by the same token tends to isolate the learner from other cultures.

All too often, concentration upon a single national foreign language tends to form what might be described as a "two-culture isolationist", a person who thinks the world revolves around English and French, or English and Spanish, or English and German, which is only one step removed from the unilingual, unicultural individual.

My own belief is that the world needs (badly now, desperately in days to come) a single common tongue in which all people can communicate freely and without distortion. I should be perfectly willing to accept a national language in that role. So far, however, all attempts to bring about the use of a single national tongue as a tongue of common intercourse have failed. A constructed language like Esperanto, which combines the advantages of absolute neutrality, ease of learning, full phonetization, and complete standardization, may succeed where the national languages have failed.

Dr. Mario Pei, Prof., Romance Philology, Columbia University, NY. (UNESCO Courier, Nov., 1963, p. 26)

3.
I venture to hope, eventually, for a universal language which would be very easy to learn, to pronounce, and to write, and which - most important of all - would be an aid to reason, presenting all matters with such clarity that one would find it almost impossible to err.

Rene Descartes, letter to Pere Marsenne, Nov. 20, 1629.

4.
It was 25 years ago, when I was a boy in Chicago, that I learned Esperanto in order to correspond with people in other countries. That was the beginning of an interest in foreign languages and international relations which, in the end, guided me to a career in diplomacy.

Thomas H. Gewecke, U.S. Consul-General in Antwerp, Belgium. 25 July 1982.

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## ESPERANTO: THE METRIC SYSTEM OF LANGUAGE

Our world is experiencing a crisis of international communication. It springs from two sources: (1) the increased volume of information needing transfer, and (2) the mismatch of languages between persons needing to communicate. The problem is similar to the one solved by the metric system. Three hundred years ago there were many different ancient measuring systems in use, at a time when commerce between nations increasingly needed to take place.

The metric system was conceived to eliminate these unnecessary barriers to commerce. The building blocks of the metric system are the meter, kilogram, degree Celsius etc. These basic units then are modified by numbers and prefixes to express the desired meaning.

The Esperanto language was devised to eliminate unnecessary barriers to communication. Its building blocks consist of root words. Their meanings are modified with prefixes, suffixes and grammar endings to express the desired meaning.

The rules which govern the metric system are few, and there are no exceptions. The 16 basic rules of the Esperanto language likewise have no exceptions. The metric system minimizes the need for memorization by conciseness, and so does Esperanto.

The metric system can be learned in a small fraction of the time necessary to learn the archaic units, like our gallons, ounces, pecks, feet, miles etc. Esperanto can also be learned in a small fraction of the time needed for archaic languages like Chinese, French etc.

Picturesque measurement units like ours or the Russian *berkovet*, the Egyptian *pic*, and the Greek *mina* are easily preserved by exprssion in the metric system. Esperanto helps to preserve cultural heritages by shielding those of small groups from extinction by large ethnic groups, and by providing a standard language for the expression of their classics which is understandable by all.

Because the language problem is severe, its resolution is urgent. Millions of dollars are wasted in the United Nations for translations. Tourists cannot talk to their hosts. Transportation accidents unnecessarily occur. Literacy in the Third World is stymied. This language chaos will continue until a decisive step is taken to stop it. The metric system shows how the Esperanto language can be harnessed to solve the problem.

## MISEDUCATION IN LANGUAGE ARTS

On Wed., 24 Jan. 1996 Channel 23 in Chicago aired a program of instruction for 3rd graders. They were asked to determine which of a group of words were verbs, and which were not.

The answers given for verbs were:
play, practice, run, eat, gallop, swam, hop, wiggle, dive, hunt, grow, climb, travel, blow. ( 11 of these 14 are often nouns.)

The non-verbs were said to be:
store, dog, stick, door, girl, toy, cat, school, blue. (5 of these 9 are often verbs.)

This lesson contains 16 errors for the 23 words. It teaches children that words have only one meaning, and is obviously wrong. Eventually they must un-learn this lesson, to their great confusion. Those who count these things tell us that the 500 most common English words have 14070 different meanings. As an example, the word strike has 17 meanings as an intransitive verb, 24 meanings as a transitive verb, and 11 meanings as a noun.

Such a complex and chaotic a thing as English necessitates that the anatomy of language be taught first by a language free of grammar irregularities. Failure to do so has produced these shameful statistics:
19% of the population is functionally illiterate.
40% of college entrants require courses in remedial English.

Children who are introduced to language arts by way of the Esperanto language are taught that the actual USE of a word in a sentence determines whether it is a noun or a verb. They understand the framework underlying all languages. This equips them to deal successfully with the chaotic features of English.

Every language arts program should begin its curriculum with the Esperanto language.

Kent Jones, Commissioner for Education
Esperanto League for North America

## ESPERANTO, THE MODEL LANGUAGE

by Kathleen Cronin, 6th grade English teacher and speialist in linguistics

The idea of using Esperanto as a model language in the teaching of English has intrigued me since I first began studying it. Of course the idea is not novel. I understand that many countries already advocate the study of Esperanto as a prerequisite to the study of any foreign language.

English is such a complex language. Its roots go back to so many different tongues Its sentence patterns, word sounds and spellings have been influenced by so many quirks of history, making it one of the hardest foreign languages to learn.

Today there is a revolution in the teaching of English. It has raised as much of a 'hullaballoo' and controversy as the term 'modern math' did several years ago. The term 'linguistics' is being bandied about by the initiated aas the magic word of the hour. By definition, linguistics is the study or science of language. And that, simply, is what modern linguists are doing - making a scientific study of the English language.

The traditional way to teach English has been to memorize a lot of definitions and rules (and exceptions!); then apply this knowledge to the written evidence of speech. Like traditional arithmetic, little thought was given to the 'why' of anything.

Now we examine the why and wherefore of English. We trace words back to their original roots. We examine the ways words have grown and changed through affixing. We study the influence other tongues have had on the old Anglo-Saxon base. We listen to the ways that English is spoken - in different places, by different age groups or occupational groups. We try to find out why there are exceptions to grammatical rules, and if there are patterns to the exceptions.

However, with all this examination and inductive study, one realization becomes even more evident - English is a complex language. It's difficult to get down to basic patterns, because there are so many - and so many exceptions to each one!

I have used nonsense languages occasionally to help the students to see, for example, the position of words in a sentence, or the endings typical of certain parts of speech. These suffice for the moment, but they have little carry-over value. Who speaks a nonsense language? This is why the idea of using Esperanto interests me.

In Esperanto you have a uniform, phonetic language - one in which the sounds match the written symbols - no spelling exceptions! In whose words the accent always falls on the next to last syllable. Where each part of speech has its unique ending letter; - and the same for tenses of verbs. One where even the subject and object words are indicated by ending letter - no order confusion.

This regularity makes it an ideal model for the study of sentence patterns and structure. The unique way words are built in Esperanto is another feature of special interest. Using prefixes and suffixes to build an extensive and rich vocabulary is fascinating. With a minimun amount of study, a student can read, write and speak Esperanto - sufficiently enough to enjoy using it. It's not a 'dead' specimen for laboratory use only, but a living, useful skill. I like the idea if having a tool like this to demonstrate and use for linguistic purposes in English - which at the same time can be useful and fun to know.

The 'by-products' of teaaching Esperanto are particularly interesting. Junior high students are idealists, romanticists - eager to reform the world. I think the international spirit of Esperanto would appeal to them. Understanding and communicating with people of many lands - on an equal basis - is a new idea for Americans. And lofty new ideas find a receptive audience in youth.

Projecting my thoughts to next September, I would like to develop a study of Esperanto along with a study of English, using the Esperanto as a model for grammatical investigation - and at the same time promoting it as a unique means of international communication.

# THE ABC's OF ESPERANTO

A for the water
in glass or bath,
it is useful
for each child.

B for the baby
in its cradle,
of mom and dad
daughter or son.

C for the deer.
Freely it steps,
and among the mountains
it often hides itself.

C for a hat.
Look at the brim!
Look, I ask you, at
the beautiful ribbon.

D for the house
with everything in order:
the walls, windows,
a roof and a door.

E for the elf.-
Behold a teasing fairy!
But however to humans
it is good willed.

F for the flowers:
the beautiful primroses,
tulips and roses
and also violets.

G for the gloves,
the clothing for hands,
and therefore useful
to little children.

G for a garden
with many vegetables;
cabbage and peas
and also potatoes.

H for the hairs
growing out of a head.
The hairs cover it
Similarly to a cap.

H for the choir.
By beautiful songs
it gives pleasure
to many persons.

I for insects
the gnats and crickets
bees and flies
with little wings.

J for a little jacket
a bit beautiful and charming.
I love to wear it,
it makes me warm.

J for a newspaper.
The father desires
the daily newspaper
because it says much.

K for a candle
Not much it shines;
but in the darkness
it often is useful.

L for the book.
We carefully use it,
and its fables
and pictures are amusing.

M for the money.
With money in hand
you are able now to pay
for a good banana.

N for the nest,
comfortable and beautiful
for good little offspring
of a faithful bird.

O for an orange
with beautiful color
and good tasting juice
and a good odor.

P for the ball.
Peacefully it lies,
but away it hurries
if one pushes it.

R for the dress,
very appropriate for a doll.
The doll will wear it
with a little underskirt.

S for the sun
in a high sky.
we often see it
in glory and beauty.

S for the shoe
made out of leather;
it pleases very well
to your foot.

T for the table
and also the cloth,
plates and cups
- but not for the cake.

U for the city
with many shops.
I travel to there
with my friends.

U is for "wah!"-.
A little baby indeed knows
this little word
and often shouts it.

V for the vase.
It holds the flowers.
The nose now smells
their odors.

Z for the buzzing.
Contentedly the cat
speaks by buzzing
about its good state.

# WHY ESPERANTO IMPROVES ENGLISH SKILLS

Skill in English requires awareness of its many inconsistencies and irregularities. Knowledge of a language without these problems heightens this awareness. Esperanto is the **only** such language in existence. This tabulation of 10 contrasts shows its instructional value.

| FEATURE | ENGLISH | ESPERANTO |
|---|---|---|
| Parts of speech: | unclear: the same word, for example "set", may be a noun, verb or adjective. | standard endings identify nouns, verbs and adjectives. |
| Verbs: | many are irregular, like "go, went, gone". | perfect regularity for all verbs. |
| Prepositions: | vague & variable:<br>played *with* us<br>white *with* age<br>write *with* a pen<br>war *with* enemy | more specific:<br>(in company of) *kun*<br>(because of) *pro*<br>(by means of) *per*<br>(against) *kontraŭ* |
| Meanings of words: | multiple meanings are common. "Run" has dozens. | few multiple meanings. |
| Idiomatic expressions: | many, whose meanings are not the sum of the words:<br>"by and large"<br>"fire went out" | Esp. compels analysis of meanings:<br>="in a general way"<br>="became extinguished" |
| Affixes: | variable meanings: "dis-"<br>opposite: "disunion"<br>deprive: "disable"<br>exclude: "disbar" | constant meanings:<br>"dis-" always means separation. |
| Spelling: | more than 250 ways to spell the 44 sounds of English. | The 28 letters always match the 28 sounds. |
| Accented syllable: | varies: re-fuse' (verb)<br>ref'-use (noun) | always the next to last syllable. . . |
| Formation of plurals: | inconsistent:<br>box, boxes; but: ox, oxen. | regular: addition of "j". |
| Gerunds and participles: | confusing, because both use "-ing". | gerunds: "-ado"<br>participles: -"anta" |

The excitement of learning Esperanto carries over into the study of English, transforming it from dreary memorization into an interesting activity.

Reference: Esperanto, Instrument of Mental Training, by Ernest Dodge, in EDUCATION, January, 1941

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## LA A-BO-CO DE ESPERANTO, Rose Gregory (1897-1984)

A por la akvo
en glaso aŭ bano;
ĝi estas utila
por ĉiu infano.

B por la bebo
en ĝia lulilo,
de panjo kaj paĉjo
filino aŭ filo.

C por la cervo.
Libere ĝi pašas,
kaj inter la montoj
ĝi ofte sin kašas.

Ĉ por ĉapelo.
Rigardu la randon!
Rigardu, mi petas,
la belan rubandon!

D por la domo,
kun ĉio en ordo:
La muroj, fenestroj,
tegmento kaj pordo.

E por la elfo.
Jen feo petola!
Sed tamen al homoj
ĝi estas bonvola.

F por la floroj:
la belaj primoloj,
tulipoj kaj rozoj
kaj ankaŭ violoj.

G por la gantoj,
la vestoj por manoj,
kaj tial utilaj
al etaj infanoj.

Ĝ por ĝardeno
kun multaj legomoj:
brasiko kaj pizoj
kaj ankaŭ terpomoj.

H por la haroj
kreskantaj el kapo.
La haroj ĝin kovras
simile al ĉapo.

Ĥ por la ĥoro.
Per belaj kanzonoj
ĝi donas plezuron
al multaj personoj.

I por insektoj:
la kuloj kaj griloj,
abeloj kaj muŝoj
kun etaj flugiloj.

J por jaketo
beleta kaj ĉarma.
Mi amas ĝin porti,
ĝi faras min varma.

J por jurnalo.
La patro deziras
la tagan jurnalon,
ĉar multon ĝi diras.

K por kandelo.
Ne multe ĝi brilas;
sed en la mallumo
ĝi ofte utilas.

L por la libro.
Ni zorge ĝin uzas,
kaj ĝiaj fabeloj
kaj bildoj amuzas.

M por la mono.
Kun mono en mano
vi povas nun pagi
por bona banano.

N por la nesto,
komforta kaj bela
por bonaj idetoj
de birdo fidela.

O por oranĝo
kun bela koloro
kaj suko bongusta
kaj bona odoro.

P por la pilko.
Trankvile ĝi kuŝas,
sed for ĝi rapidas,
se oni ĝin puŝas.

R por la robo,
tre taŭga por pupo.
La pupo ĝin portos
kun eta subjupo.

S por la suno
en alta ĉielo.
Ni ofte ĝin vidas
en gloro kaj belo.

Ŝ por la ŝuo
farita el ledo;
ĝi plaĉas tre bone
al via piedo.

T por la tablo
Kaj ankaŭ la tuko,
teleroj kaj tasoj,
- sed ne por la kuko!

U por la urbo
kun multaj butikoj.
Mi tien veturas
kun miaj amikoj.

Ŭ por ŭa estas.
Bebeto ja scias
ĉi tiun vorteton
kaj ofte ĝin krias.

V por la vazo.
Ĉi tenas la florojn.
La nazo nun flaras
iliajn odorojn.

Z por la zumoj.
Kontente la kato
parolas per zumoj
pri sia bonstato.

## Complete Grammar, Alphabet and Pronunciation of Esperanto

### THE ALPHABET

a, b, c, ĉ, d, e, f, g, ĝ, h, ĥ, i, j, ĵ, k, l, m, n, o, p, r, s, ŝ, t, u, ŭ, v, z.

The sounds of the vowels (a, e, i, o, u) are the vowel sounds in: "*A*re there thr*ee* *o*r tw*o*?" The consonant sounds are as in English, except: *c* as *ts* in ha*ts*, *ĉ* as *ch* in *ch*urch, *g* as in *g*o, *ĝ* as *g* in *g*em, *ĥ* as *ch* in lo*ch*, *j* as English *y*, *ĵ* as *z* in a*z*ure, *s* as in *s*o, *ŝ* as English *sh*, *ŭ* as English *w*.

### THE GRAMMAR

1. There is no indefinite article; there is only a definite article (*la*) alike for all sexes, cases and numbers.

2. Substantives end in *o*. To form the plural, *j* is added. There are only two cases: nominative and accusative; the latter is obtained from the nominative by adding *n*. Other cases are expressed by prepositions (genitive *de*, dative *al*, ablative *per*, etc.)

3. The adjective ends in *a*. Case and number as for substantives. The comparative is made by means of the word *pli*, the superlative by *plej*; with the comparative the conjunction *ol* is used.

4. The fundamental numerals (not declined) are: *unu, du, tri, kvar, kvin, ses, sep, ok, naŭ, dek, cent, mil*. Tens and hundreds are formed by simple junction of the numerals. To mark the ordinal numerals, *a* is added; for the multiple, *obl*; for the fractional, *on*; for the collective, *op*; for the distributive, the preposition *po*. Substantive and adverbial numerals can also be used.

5. Personal pronouns: *mi, vi, li, ŝi, ĝi, si, ni, vi, ili, oni*; possessives are formed by adding *a*. Declension as for substantives.

6. The verb undergoes no change with regard to person or number. Forms of the verb: time *being* (present) takes the termination *-as*; time *been* (past) *-is*; time *about-to-be* (future) *-os*; conditional mood *-us*; imperative mood *-u*; infinitive *-i*. Participles (with adjectival or adverbial sense): active present *-ant*; active past *-int*; active future *-ont*; passive present *-at*; passive past *-it*; passive future *-ot*. The passive is rendered by a corresponding form of the verb *esti* (to be) and a passive participle of the required verb; the preposition with the passive is *de*.

7. Adverbs end in *e*; comparison as for adjectives.

8. All prepositions govern the nominative.

9. Every word is pronounced as it is spelled.

10. The accent is always on the next-to-last syllable.

11. Compound words are formed by simple junction of the words (the chief word stands at the end). Grammatical terminations are also regarded as independent words.

12. When another negative word is present, the word *ne* is left out.

13. In order to show *direction toward*, words take the termination of the accusative.

14. Each preposition has a definite and constant meaning; but if the direct sense does not indicate which it should be, we use the preposition *je*, which has no meaning of its own. Instead of *je*, we may use the accusative without a preposition.

15. The so-called foreign words (that is, those which the majority of languages have taken from one source) undergo no change in Esperanto, beyond conforming to its orthography; but with various words from one root, it is better to use unchanged only the fundamental word and to form the rest from this in accordance with the rules of the Esperanto language.

16. The final vowel of the substantive and of the article may sometimes be omitted and replaced by an apostrophe.

## BIRDOJ

1. La kanario / canary/ bele kantas.
2. La pasero / sparrow/ loĝas en ĉiuj landoj.
3. La aglo / eagle/ nestas sur altaj montoj.
4. La cikonio / stork / konstruas neston sur la tegmento de farmdomoj.
5. La pavo / peacock / havas belajn plumojn.
6. Promenantoj en la parko ĵetas panpecojn al kolomboj / pigeons/ .
7. Anasoj / ducks/ manĝas fiŝojn.
8. Anseroj /geese / marŝas unu post la alia.
9. La rubekolo / robin / flugas al sudaj mondopartoj en aŭtuno.
10. Ĉu la sturno / starling / estas inteligenta birdo?
11. La fringo / finch / estas malgranda birdo.
12. Ĉu la mevoj / seagulls / venas al nia lago dum la malvarma sezono?
13. La cigno / swan / estas belega birdo.
14. La pigo / magpie / ŝatas brilajn objektojn.
15. La hirundo / swallow / flugante kaptas insektojn.
16. Kokino demetas ovojn.

## PARTS OF THE HUMAN BODY / PARTOJ DE LA HOMA KORPO
## (See also "La Korpo de la Homo", by Harald Schicke)

HEAD / KAPO: a hair / haro. scalp / skalpo . forehead / frunto. nose / nazo. nostril / naztruo. mouth / buŝo. cheek. chin / mentono. double chin / duobla mentono. ear / orelo. eye / okulo. eyeball / okulglobo. eyebrow / brovo. eyelash / okulharo. tooth / dento tongue / lango lip / lipo dimple / kaveto beard / barbo mustache / lipharoj wart / veruko wrinkle / sulketo throat / gorĝo tonsil / tonsilo brain / cerbo jaw / makzelo

TORSO/TORSO: chest / brusto breasts / mamoj shoulder / ŝultro lung / pulmo heart / koro waist / talio penis / peniso hip / kokso liver / hepato kidney / reno bladder / veziko spleen / lieno stomach / stomako intestine / intesto anus / anuso artery / arterio vein / vejno

LEG / GAMBO: lower leg / kruro foot / piedo toe / piedfingro big toe / halukso toenail / piedungo instep / instepo heel / kalkano ankle / maleolo shin / tibio calf / suro knee / genuo kneecap / patelo thigh / femuro

ARM / BRAKO: hand / mano fist/ pugno finger / fingro thumb / polekso palm / manplato wrist / pojno knuckle / fingrartiko elbow / kubuto muscle / muskolo armpit / akselo

# Manĝaĵoj / foods

( See also "phrase book for tourists" )

## manĝoj / meals

matenmanĝo / breakfast
matenmanĝi / to eat breakfast

tagmanĝo / dinner
tagmanĝi / to eat dinner
lunĉo / lunch
pikniko / piknic

vespermanĝo / supper
vespermanĝi / to sup

## manĝiloj / table utensils

forko / fork
tranĉilo / knife
kulero / spoon
- tekulero / teaspoon
- supkulero / soup spoon
- servkulero / tablespoon

buŝtuko / napkin
tablotuko / tablecloth
telero / plate
glaso / glass
taso / cup
tastelero / saucer

## matenmanĝaĵoj / breakfast foods

ovo / egg
toasto / toast
kaĉo / cooked cereal
grenaĵo / cereal
lardo / bacon
pano / bread
butero / butter
salo / salt
pipro / pepper
sukero / sugar
oranĝosuko / orange juice
tomatosuko / tomato juice
kečupo / catsup, kechup
vaflo / waffle
lakto / milk
fromaĝo / cheese
kazeo / cottage cheese
frukto / fruit

sandviĉo / sandwich
manĝeto / snack

## Tagmanĝaĵoj kaj vespermanĝaĵoj / dinner and supper foods

supo / soup
viando / meat
ŝafidaĵo / lamb
porkaĵo / pork
kokaĵo / chicken
- rostita / roasted
- kradrostita / broiled
- fritita / fried
- boligita / boiled

viandosuko / gravy

## fruktoj / fruits

beroj / berries
- vinberoj / grapes
- sekvinberoj / raisins

pomoj / apples
piroj / pears
migdaloj / almonds
persikoj / peaches
fragoj / strawberries
framboj / raspberries
bananoj / bananas

## legomoj , salatoj / vegetables , salads

faboj / beans
karotoj / carrots
pizoj / peas
maizo / corn
onions / cepoj
spinaco / spinach

rizo / rice
terpomoj / potatoes

## desertoj / desserts

kuko / cake
torto / pie
kuketoj / cookies
glaciaĵo / ice cream
ĉokolado / chocolate

## trinkaĵoj / beverages

akvo / water
teo / tea
kafo / coffee

# COMMON ESPERANTO EXPRESSIONS

Saluton! / hello. Bonan tagon! /good day. Bonan nokton! /good night. Ĝis la revido! / see you later. Bonvolu...or...Mi petas / please. Dankon/ thanks. ,Kompreneble/ of course, or, understandably. Eble/possibly. Kun plezuro / with pleasure, you're welcome. Ĉu vi komprenas?/ do you understand? Kiel vi fartas?/ how do you fare?, how are you? Bone / ok. Atentu!!/ attention. Rigardu / look. Ne gravas / it doesn t matter. Mi bedaŭras / I regret. Pardonu min/ pardon me. Sufiĉas / it's enough. Atendu momenton! /wait a moment. Laŭ mia opinio / in my opinion. Estas plezuro koni vin/ it's a pleasure to know you.

Kio estas tio? / what is that? Donu ĝin al ŝi /give it to her. Envenu / come in. Eliru / go out. Ĉu vi estas malsana? / are you sick? Ili loĝas en Bostono / They live (dwell) in Boston. La lago estas blua./ the lake is blue. La arboj estas altaj./ the trees are tall. Hodiaŭ la vetero estas venta kaj pluva./today the weather is windy and rainy. Ĉu vi deziras manĝi nun? /do you wish to eat now? Jes kaj ne./ yes and no. Mi estas soifa kaj malsata. / I am thirsty and hungry. La tranĉilo, forko, kaj kulero estas flanke de la telero. / The knife, fork, and spoon are beside the plate.

La instruistoj parolas tro rapide./ the teachers speak too rapidly. Mi havas leteramikojn en dek unu landoj./ I have penpals in 11 countries. Kien vi vojaĝos? / where will you go? Kiam?/when?? Kiom longe? / how long? Kiu iros kun vi? / who will go with you? Ĉu per trajno, buso, aŭto aŭ aviadilo? /by train, bus, car, or airplane?

Kio estas via nomo?/what is your name? Ŝia edzo estas la filo de mia onklino./her husband is the son of my aunt. Mi estas laca de mia kapo ĝis miaj piedfingroj. / I am tired from my head to my toes. Hodiaŭ estas mardo, do morgaŭ estos merkredo kaj hieraŭ estis lundo./ Today is Tuesday, so tomorrow will be Wednesday and yesterday was Monday. Kioma horo estas? / what time is it? Estas dek minutoj post la kvara./ it's 10 minutes after 4.

# ESPERANTO RUMMY GAME

MAKE YOUR OWN SET OF CARDS, AS FOLLOWS:

Each card should contain all 4 words of its group but the top word would be the identifier for that particular card. Although the English equivalent is given here, it should not appear on the cards.

1. serpentoj/snakes
krotalo/rattlesnake; aspido/asp; boao/boa; vipuro/viper.

2.legomoj/vegetables
brasiko/cabbage; fabo/bean; pizo/pea; terpomo/potato.

3.floroj/flowers
rozo/rose; lekanto/daisy; helianto/sunflower; miozoto/forget-me-not

4. fingroj/fingers
mezfingro/middle; etfingro/little; dikfingro/thumb; montrofingro/pointer.

5. nuksoj/nuts
avelo/hazel nut; juglando/walnut; kokoso/coconut; migdalo/almond.

6. fruktoj/fruits
vinbero/grape; frago/strawberry; frambo/raspberry; pomo/apple.

7. reptilioj/reptiles
krokodilo/crocodile; lacerto/lizard; salamandro/salamander; testudo/turtle.

8. birdoj/birds
aglo/eagle; najtingalo/nightingale; pasero/sparrow; strigo/owl.

9. brankuloj/gilled animals
ezoko/pike; angilo/eel; karpo/carp; gado/codfish

10. marmamuloj/sea mammals
foko/seal; baleno/whale; delfeno/dolphin; rosmaro/walrus.

11. insektoj/insects
kokcinelo/lady bug; formiko/ant; skarabo/beetle; papilio/butterfly.

12. mamuloj/mammals
kato/cat; kamelo/camel; hundo/dog; leono/lion.

13. arboj/trees
betulo/birch; acero/maple; kverko/oak; ulmo/elm.

---

The words for ordinary playing cards are:
ace of spades - pika aso
king of hearts-kera reĝo
queen of diamonds - karoa damo
jack of clubs - trefa fanto

## PHRASES FOR TRANSLATION

1. The father and his three children are very happy.
2. The mother likes to give presents to the babies.
3. How are you?
4. When will we go to the distant city?
5. Why is that poor man so happy?
6. I have now come to help all the animals.
7. The youth goes with 2 girl friends to the class.
8. Thank you very much for the automobile.
9. The dwelling has 7 large rooms and 3 very small rooms.
10. He felt that his death was near.
11. The parents said that their children must have good friends.
12. Of course you may ride that horse.
13. Yes, I always like to work and learn.
14. My name is ____. What is your name?
15. Time helps much, but honest work helps more.
16. Good day! Good night!
17. In the room are standing four tall boys, five short boys, three handsome gentlemen, and three beautiful women.
18. She seems to understand me well.
19. The ladies and gentlemen worked little.
20. The fathers will speak instead of the mothers.
21. The small children always enjoyed being with their parents.
22. I wish you joy, richness, and happiness.
23. I wish the same for you.
24. The end of the field is far away.
25. After many years they became extremely rich.
26. I begin to understand life and death.
27. That kind of weather made him unhappy.
28. They said the table was outside the building.
29.. No one can ever know all the names of the heroes.
30. If the rain stops, will you go away?
31. Whom did the children see under the bridge?
32. Did any of those present understand the affair?
33. When she was falling, why didn't you help her?
34. That man and woman are the parents of six girls and two boys.
35. Both good and bad children can be beautiful at times.

36. We are standing in front of our workplace.
37. 74, 45, 706, 1996, 2 1/5, 18, 1215, 607, 6789, 223 654.
38. Sometimes she gave too much to them.
39. Why are boys taller than girls?
40. The names of the other countries are very long.
41. Did all of them really see the same strong men?
42. Do you understand that one must work to live?
43. In which part of which city do you live?
44. We certainly hope that help will come soon.
45. Most people of the same region speak similarly.
46. The lady who is now speaking must soon stop.
47. He did not help you because he was unable to understand you.
48. Why will it happen in this large room?
49. The speech was very long, but its content was excellent.
50. All of us wish for happiness, and some of us find it.
51. They were very poor, and had no insurance.
52. The old man was Able to go to the event.
53. The talkative boys and girls climbed the mountain rapidly.
54. From where did you come to us last Tuesday?
55. Do you understand me when I use sign language?
56. The man whom I couldn't see began to talk slowly.
57. Some of us know she works long and hard.
58. The bad fellows soon went away to misbehave elsewhere.
59. The time of his birth was rapidly approaching.
60. About 6 strong young women walked across the river.
61. The fathers and brothers worked instead of the uncles.
62. When we met him he seemed to be such a good fellow.
63. I will never stop at the store on my way to work.
64. She draws beautiful pictures of many kinds of things.
65. The other men stood next to the building begging.
66. Put the vitamins in the large green box on the table.
67. Dial his telephone number before you turn on the music.
68. What colors are all those fruits and vegetables?
69. He lives on the 18th floor, in an apartment with large windows.
70. The little boy nearly drove the car into the big lake.

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## ESPERANTO LANGUAGE EXAMINATIONS

Esperanto examinations are closed book tests at three levels of difficulty. Those wishing to be tested should provide a check for $5, payable to Dorothy Holland. The sealed test must be administered by a monitor, who needn't know Esperanto. Allow 2 hours for the test. Those who pass will receive a certificate, marked "with distinction" if appropriate.

Basic

1. Use of -a to show adjectives, -e adverbs, -o nouns, -j plurals.
2. Verb forms -as, -is, -os, -u, -i.
3. Ending -n: direct objects, replace prepositions, motion toward.
4. Nominative case after estas and prepositions.
5. Agreement of adjectives with their nouns as to case and number.
6. Use of da in expressions of quantity.
7. The comparative, pli...ol..., and superlative plej ... el...
8. Correlatives: neniu, nenio, tiu, tio, ĉiu, ĉio, kiu, kio, kiel, tiel.
9. Prefixes: mal, ek, ge, for.
   Suffixes: in, eg, ig, iĝ, ist, il, ej, ebl, ind, on, an, id, aĵ, ul, ar.
10. How to ask time of day.
11. When to use ke, ĉu, nek, and ĉi.
12. The impersonal use of forms of estas.
13. Reflexive pronouns for first and third persons.
14. Numerals, cardinal and ordinal.
15. How to express possession with nouns.
16. How to write Esperanto from dictation.
17. How to pronounce Esperanto.

Intermediate

The listening section uses a tape to ask in Esperanto about pictures, and to identify by multiple choice questions the meaning of spoken Esperanto statements. The student answers by indicating the correct printed statement.

The reading section, which is completely in written Esperanto, consists of multiple choice questions about statements and anecdotes.

The speaking section consists primarily of student comments , recorded on tape, about pictures which tell a story. Vocabulary, pronunciation, grammar, fluency, and style are graded.

The writing section includes supplying missing Esperanto words; making verb, noun, and adjective forms agree; and composing sentences and a dialog containing given words.

Advanced

This examination includes all of the above items. In addition a complete knowledge of Esperanto grammar, the ability to write coherent Esperanto both in the original and in translation, and a basic knowledge of the history and literature of Esperanto will be needed. The best references are Esperanto en Perspectivo (Lapenna) and The Esperanto Movement (Forster).

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# LEARNING ESPERANTO IN INFANCY

This is one of the greatest opportunities which a parent can give a child. In addition to giving the child an expressional capability as a second language, its unique structure and freedom from grammar irregularities prepares the child to deal successfully with any language during its lifetime.

As to fears of supposed interference with English, in 1961 Dr. Mario Pei said, "In spoken form, all languages are equally easy to those who start them at an early age (say before ten), as proved by the fact that Chinese children speak Chinese, Russian children speak Russian, and American children speak English with the same facility. It has also been abundantly proved that any normal child can become perfectly bilingual (or even trilingual or quadrilingual) if he starts his language at an early enough age instead of waiting for high school, by which time the facility for assimilating spoken languages naturally and painlessly is gone."

Recent studies on the functioning of the human brain, reported by columnist Joan Beck and others, confirm the empirical observations of Dr. Pei. The earlier in life a child can learn languages the better. One example is a girl brought up in an English environment whose Korean mother provided her fragments of Korean and whose father began teaching her Esperanto soon after her arrival from the hospital. In elementary school she did superbly well in English, and through English, excelled in science, mathematics, etc. at an early age. Before leaving elementary school she also had top marks during three years of Latin and one of Greek. Upon entering Harvard University she began studying Russian. After three years of study she served as a summer intern at the US. embassy in Moscow, where she routinely went to Russian ministries and spoke Russian with the Russians. She graduated magna cum laude from Harvard recently, at least partly due to her early learning of Esperanto.

The logical nature of Esperanto contributes also to the child's mental abilities. The Polgars in Hungary taught their three daughters Esperanto at an early age. Not only did they readily learn three other languages simultaneously, but they became - and now are - world class chess champions.

There are many other examples of high attainments by children who learned Esperanto in childhood. Of course there were other factors. But it seems abundantly clear that learning Esperanto early in life, far from causing problems, gives a child linguistic skills which enable great performance in all scholastic areas.

Kent Jones, Commissioner for Education
Esperanto League for North America

## USEFUL ESPERANTO ITEMS

(x replaces supersigns for e-mail transmission.)

PREPOSITIONS: al, anstataux, antaux, apud, cxe, cxirkaux, da, de, dum, ekster, el, en, gxis, inter, je, kontraux, krom, kun, laux, malgraux, per, po, por, post, preter, pri, pro, sen, sub, super, sur, tra, trans.

ADVERBS: most are derived by addition of -e. Others, along with prepositions, conjunctions, and interjections, are noticeable by the absence of a standard ending. They are called particles, self-contained units.

Time: ankoraux, baldaux, hieraux, hodiaux, morgaux, jam, jxus, plu, tuj.

Manner: adiaux, almenaux, ankaux, apenaux, kvazaux, preskaux, ajn, cxu, do, ecx, ja, jen, jes, mem, ne, tre.

Quantity: ju pli ..., des pli ... , nur, plej, tro.

Place: cxi, for.

INTERJECTIONS: bis, ek, fi, for, ha, help, ho, hura, nu, paf, ve.

CONJUNCTONS: aux, cxar, do, dum, gxis, ke, nu, se, sed, tamen. Often used in pairs, aux...aux, nek...nek, kaj..kaj, ne nur...sed ankaux, jen...jen, cxu...cxu.

PUNCTUATION : . punkto, ? demandsigno, : dupunkto, * steleto, ! krisigno, ; punktokomo, " citilo, () krampoj, ' apostrofo, , komo.

PREFIXES: bo, dis, ek, eks, fi, ge, mal, mis, pra, re.

SUFFIXES: acx, ad, ajx, an, ar, cxj, ebl, ec, eg, ej, em, end, er, et, id, ig, igx, il, ind, ing, in, ism, ist, nj, obl, on, op, uj, ul, um.

These have been derived from a 1972 Reference Sheet by Dorothy Holland.

## Student Correspondence Using the Esperanto Language

Penpal letters with children in dozens of countries is easily possible. Correspondence really convinces our students that the world is full of many diverse and interesting people. Later in life, travel may permit penpals to meet.

Formal advertence to writing letters is a useful educational tool. Children must express themselves in a deliberate and organized manner in order to be understood thousands of miles away. This gives a real purpose to composition compared to a sterile school exercises.

This is written to provide guidance in this unfamiliar activity.

1. SELECTION OF ADDRESSEE
Named individuals are available, but teachers are more reliable. The child should decide which country interests him or her most, then the age range and sex of the desired penpal. I will provide the address closest to your specifications.

2. COMPOSING THE MESSAGE
At first the message should be written in English. Its translation by the teacher should be copied by the child. The drafts should be saved at least until a reply is received. Typical content for an initial letter would be: greeting, desire to correspond, brief personal description, foto if available, questions about the addressee's country, city, school, etc.

3. STYLE
Measurements should be given in metric units. The date on the letter should be day/month/year, often simply in numbers like 03.05.1996. But avoid the confusing style of month/day/year. Both the letter and the envelope should show the addresses of sender and receiver. Capitalize the family names, because the custom as to first or last varies according to country.

Writing should be in lettering, not cursive. People in various countries use different cursive styles, and they can make reading extremely difficult. The last line on the envelope should be the name of the country in English, for the sake of our postal workers. An important reference is Publication 51, International Postal Rates and Fees.

4. ENCLOSURES
These add interest the letter. Simple, light-weight articles include clippings from newspapers and magazines, tree leaves, picture post cards, sketches of the child's house or map of neighborhood, etc.

5. WHILE WAITING FOR A REPLY
Let the child start a letter to another country. Because of uncertainties it is ideal to have more than one penpal.

Kent JONES 4 January 1996

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BEST COPY AVAILABLE

These items come from STEP BY STEP IN ESPERANTO, by Butler.
($12.95 from ELNA, discounts for multiple copies.)

597
Ba, ba ŝafo! Ĉu vi havas lanon?
Jes, tri sakojn; prenu en la manon!
Unu por la mastro, unu por mastrin'
Kaj unu por eta knabo, ĉe la strata fin'.

602
Kara Dio, mi vin dankas,
Ke nenio al mi mankas.

687
Unu, du
Tri, kvar
Kvin, ses
Sep, ok
Naŭ, dek

5, 6, 7, 8
Vidu ilin!
Unu fiŝ en ĉiu bek'.

689
30 tagoj en septembro,
En april', juni', novembro.
28 en februaro.
(29 en superjaro.)
Restas 7 monatoj, kiuj
Havas 31 ĉiuj.

Manĝu plu.
Vagonar'.
Diru jes.
Nenia ŝok'.
Kia blek'.

1, 2, 3, 4 - Fiŝoj naĝas en la mar'.
-Birdoj staras sur la rok'.
- 9, 10

861
Brilu, brilu, eta stel'
Diamanto sur c'iel'.
Diru, kio estas vi,
Tiel alta super ni?

Kiam pasis taga glor'
Kaj la suno iris for,
Venas via lumigil',
Kara eta nokta bril'.

735
Dormu, infano, sur arba 'lulil',
Vento vin svingos en ĝoja trankvil'.
Kiam la branĉo rompiĝos, ho kio?
Falos la branĉo, lulilo, kaj ĉio!

La maristo dankas vin,
C'ar vi nokte gvidas lin.
C'u la vojon vidus li,
Se ne tiel brilus vi?

## ESPERANTO WORD-BUILDING

The method of word-building is shown in the following derivations from the root word for 'health', **san.**

1. sano / health
2. sana / healthy
3. sane / healthily
4. sani / to be healthy
5. sanu! / be well!
6. saneco / healthiness
7. sanulo / a healthy person
8. saniga / health-producing
9. sanigi / to make one healthy
10. saniĝi / to become healthy
11. sanigado / sanitation
12. sanigeco / healthfulness
13. sanejo / a place of health
14. sanisto / a sanitarian
15. sanigejo / a healthorium
16. sanigisto / a physician
17. sanilo / a medicine
18. sanigilo / health-producing tool
19. sanigilaro / a group of health tools
20. sanigebla / can be cured
21. sanigilujo / case of health tools
22. sanemulino / health-inslined female
23. sanigilaĵo / health-giving material
24. saniginda / worthy of cure
25. sanilujo / medicine chest
26. sanigistaro / group of physicians
27. malsano / a disease
28. malsana / sick
29. malsani / to be sick
30. malsaneco / diseased state, morbidity
31. malsaneca / unhealthy, diseased
32. malsanema / tendency toward illness
33. malsaneto / a slight sickness
34. malsaneta / slightly sick
35. malsanego / a serious sickness
36. malsanega / seriously sick
37. malsanigi / to make (somebody) ill
38. malsaniĝi / to become ill
39. malsanulo / a sick person
40. malsanado / a continuing illness
41. malsanulejo / a sanitorium
42. malsanulido / child of a sick person
43. nesana / not well
44. nesanigebla / impossible to be well
45. neresanigebla / health-restoration impossible
46. resanigi / to cure again
47. resaniga / curative
48. resaniĝi / to become healthy again
49. resaniĝanto / a convalescent
50 resaniĝanta / convalescing
51. resanigejo / nursing home
52. resanigebla / curable
53. resanigilo / a remedy
54. remalsanigo / a relapse

The affixes and grammar markers used here:

a, ad, aĵ, ant, ar, e, ec, eg, ebl, ej, em, et, id, iĝ, ig, i, il, in, ind, ist, mal, ne, o, re, u, uj, ul.

Each has its unique and fixed meaning, which makes the logical analysis of words possible.

## SOME ESPERANTO VERBS

### Always Intransitive
(must add "-ig" to make transitive)

1. boli (to boil)
2. bruli (to burn)
3. ĉesi (to stop)
4. daŭri (to continue)
5. degeli (to melt)
6. dolori (to hurt)
7. droni (to drown)
8. eksplodi (to explode)
9. fali (to drop)
10. funkcii (to operate)
11. gliti (to slide)
12. halti (to stop)
13. kreski (to grow)
14. krevi (to burst, break up, explode)
15. lumi (to shine)
16. pasi (to pass)
17. pendi (to hang)
18. ripozi (to rest)
19. sidi (to sit)
20. sonori (to ring)
21. soni (to sound, give out sound)
22. ŝpruci (to squirt, splash)
23. stari (to stand)
24. ŝrumpi (to shrink, wilt)
25. ŝveli (to dilate, swell, increase)
26. velki (to fade, wilt, wither)

### Always Transitive
(must add "-iĝ" to make intransitive)

1. apliki (to apply s. to s.)
2. balanci (to rock s. up & down)
3. bani (to bathe s. or someone)
4. ĉagreni (to grieve somebody)
5. diplomi (to graduate someone)
6. ekzerci (to practice, exercise s.)
7. etendi (to extend, stretch s.)
8. fendi (to split, crack s.)
9. fermi (to close s.)
10. fini (to finish something)
11. flari (to smell s.)
12. fleksi (to flex, bend s.)
13. kaŝi (to hide s.)
14. klini (to incline, tilt s.)
15. kolekti (to collect s.)
16 komenci (to begin s.)
17 montri (to display or show s.)
18. movi (to move something)
19. paŝti (to pasture, graze some animals)
20. renkonti (to meet, encounter s.)
21. renversi (to upset, turn over)
22. rompi (to break, crack s.)
23. ruli (to roll s.)
24. skui (to shake s.)
25. sufoki (to suffocate someone)
26. svingi (to swing, wave s.)
27. ŝanceli (to shake, cause to tremble, weaken s.)
28. ŝanĝi (to change s.)
29. treni (to drag s.)
30. turni ( to turn s.)
31. veki (to wake someone)
32.vendi (to sell s.)
33. verŝi (to pour s.)
34. levi (to lift s.)
35 mezuri (to measure s.)

* These lists, compiled by Dorothy Holland, editor of the American Association of Teachers of Esperanto Bulletin, are examples only.

*Sumfield & Day Ltd*
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# FALSE FRIENDS

The language student will often find that two languages have a root in common. But this does not always mean that the root has the same meaning in both languages. The similarity may indeed be purely coincidental. *E.g.*, Esperanto **akso, beto,** and English *axe, bet*. But even when the two words are definitely related, they often do not cover the same range of meaning. Thus English *grand* and French *grand* are related, but are not real synonyms. If we represent the full meaning of an English root by a penny "E" and the full meaning of a related French root by a penny "F", we may indicate, by placing the pennies entirely apart, that the two words have no meaning in common (as with *axe* above) ; or, by placing one penny exactly over the other, that their meanings are precisely identical. But usually the pennies must be placed more or less overlapping each other, thus indicating that the two words do not exactly coincide in meaning ; part (perhaps a large part) of their meanings they have in common, but some part of the meaning in one language is not found in the other. This fact, that common words in one language very often have no precise equivalent in another language, makes word-for-word translation a frequent source of error.

The English student of French (or the French student of English) has to remember that not all English and French words that look alike have the same meaning. Teachers give lists of words that are shown by experience to be especially misleading : sometimes under the title *Beware* ! : sometimes calling them *False Friends*, or *False Twins*, or *Deceptive Cognates*. *E.g.*, curate=*vicaire*, vicar=*curé*.

Here are some Esperanto and English roots : similar in appearance, but not identical in meaning :—

**Adepto,** adherent, initiate. *Adept*, lertulo.

**Adulta,** adulterous. *Adult*, plenaĝa, adolta.

**Afekti,** be affected, pose, make a show of. *Affect*, influi, koncerni, rilati, (kor)tuši.

**Agonio,** death-agony, death-throes. *Agony*, dolorego, (*mental*) angoro.

**Aktuala,** of present interest, present-day, topical. *Actual*, efektiva, fakta.

**Akurata,** punctual, prompt. *Accurate*, ĝusta, preciza, senerara.

**Alarmi,** rouse, sound an alarm (alert, danger-warning). *Alarm*, timigi.

**Apologio,** vindication, defence. *Apology* pardonpeto, bedaŭresprimo.

**Arbitr-a,** arbitrary, capricious. **-o,** choice, good pleasure. *Arbitration* (*settlement by arbiter*), arbitracio.

**Atendi,** wait. *Attend* (*meeting*) ĉeesti ; (*pay attention*) atenti.

**Atlaso,** satin, *Atlas*, maparo.

**Averti,** warn, caution. *Avert*, forteni, forturni, evitigi.

**Balanci,** rock, swing (up and down), sway, nod. *Balance*, kompensi, ekvilibro, pesilo, restajo, saldo. *Balance-sheet*, bilanco.

**Bedo,** flower-bed. *Bed*, fluujo, lito, tavolo.

**Benzino,** motor spirit, petrol (for car, etc., U.S.A. gasoline). benzine. Cp. **benzeno,** benzene ($C_6H_6$) ; and **benzolo,** benzolite (trade name for crude benzene).

**Beto,** beet, beetroot. *Bet*, veto.

**Bordo,** bank, shore, edge. *Board*, departemento, direktistaro, komitato, manĝado, tablo, tabulo.

**Brava,** jolly (good), fine, gallant, worthy. *Brave*, kuraĝa.

**Brovo,** eyebrow. *Brow* (*Forehead*), frunto.

**Buklo,** curl, lock, ringlet. *Buckle*, buko.

**Dedukti,** deduce. *Deduct*, depreni, subtrahi.

**Demandi,** ask a question (for information). *Demand*, postuli.

**Digo,** dike, dam, embankment, breakwater. *Dig*, fosi.

**Domaĝi,** grudge, spare, wish to keep intact (whole, unspoiled) ; think it would be a pity to damage, spoil, or lose (see *B.I.*, 1940, p. 187). *Damage*, difekti, malutili.

**Dragono,** dragoon. *Dragon*, drako.

**Dresi,** train, break in. *Dress*, vesti, bandaĝi, pansi.

**Drinki,** drink to excess, booze. *Drink* (*normally*), trinki.

**Drivi,** drift, be carried passively by current, etc. *Drive*, devigi, peli, veturi, veturigi.

**Efektiva,** real, actual, acting, in fact. *Effective*, efika.

**Eventuala,** contingent, possible in the future, that may occur. **Eventuale,** in case of need, etc. *Eventual*, fina, rezultanta.

**Fatala,** fateful, inevitable, of fate, (fig.) disastrous. *Fatal*, pereiga, mortiga.

**Favorata,** favoured. *Favourite* (*book, etc.*), preferata, plejamata, plejšatata.

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**Fest-o,** festival, celebration, fête, feast (*Feast (banquet)*), festeno.

**Foldo,** groove, slot. *Fold*, faldo.

**Frazo,** sentence. *Phrase*, esprimo, frazero.

**Fundo,** bottom, ground. *Fund*, kaso, fondajo, provizo.

**Gipso,** gypsum, plaster of Paris. *Gipsy*, cigano.

**Granda,** great, large, big. *Grand*, grandioza, glora, impona, majesta.

**Guverni,** (act as) tutor, educate privately. *Govern*, direkti, regi.

**Ĝeneral-a,** in general, relating to most or all. *General (habitual, usual)*, kutima, ordinara, (mil) generalo.

**Ĝentila,** polite, genteel. *Gentle*, milda, dolĉa.

**Ĝusta,** correct, as it should be, just right. *Just*, justa, nur, tuj, jus.

**Imponi,** impress, make an impression on. *Impona*, impressive. *Impose*, altrudi, trompi.

**Indulgi,** bear with, be lenient to, spare, have mercy on. *Indulge*, dorloti, favori.

**Infano,** child. *Infant*, infaneto, (*in arms*) bebo.

**Instanco,** authority (with power of decision), court. *Instance*, ekzemplo, okazo.

**Insulti,** scold, rail at, be abusive, revile, upbraid. *Insult*, malhonori, ofendi.

**Invalida,** disabled, incapacitated. *Invalid*, malsana, nevalida.

**Jurnalo,** newspaper. *Journal* (diary), tag-libro, (*magazine*) gazeto, revuo.

**Kapo,** head. *Cap*, ĉapo.

**Kardo,** thistle. *Card*, karto, kartono.

**Karto,** card. *Cart*, ĉaro.

**Karuselo,** merry-go-round, roundabout. *Carousal*, drinkado, drinkorgio.

**Kasko,** helmet. *Cash*, barelo.

**Kaŭcio,** security, bail. *Caution*, singardo, averto.

**Kojno,** wedge. *Coin*, monero.

**Komforta,** comfortable. *Comfort*, konsoli.

**Kompaso,** (mariner's) compass. *Compasses*, cirkelo.

**Kondiĉo,** condition, stipulation. *Condition (state)*, stato.

**Konkreta,** concrete (opp. abstract). *Concrete*, betono.

**Konsekvenca,** consistent, (in) logical (sequence). *Consequence*, rezulto, sekvo.

**Kontroli,** check, verify, supervise, keep check on, audit. *Control*, regi, direkti.

**Konvena,** suitable, proper, fitting, seemly, appropriate, becoming. *Convenient*, oportuna.

**Krajon-o,** pencil. *Crayon*, paŝtelo.

**Krano,** tap, cock, spigot. *Crane*, gruo, argano.

**Kriketo,** cricket (game). *Cricket (insect)*, grilo.

**Krispa,** crinkled, frilled, wavy. *Crisp*, facilrompa.

**Larĝa,** wide, broad. *Large*, granda, vasta.

**Libelo,** dragon-fly. *Libel*, kalumnio, paskvilo.

**Likvidi,** liquidate, wind up. *Liquid*, likvajo.

**Lokusto,** grasshopper. *Locust*, akrido.

**Lucerno,** hanging lamp. *Lucerne*, medikago.

**Lustro,** chandelier, etc. *Lustre*, brilo.

**Magazeno,** stores. *Magazine*, gazeto.

**Magistrato,** town council, magistracy. **-ano,** Councillor. *Magistrate*, (loka) juĝisto.

**Marĉo,** marsh, swamp. *March*, marŝi.

**Medi-o,** environment, sphere. *Medium*, mediumo, meza, perilo, rimedo.

**Medicin-o,** (science of) medicine. *Medicine* (kuracilo), medikamento.

**Mendi,** order (goods), give an order for. *Mend*, plibonigi, ripari.

**Mirtelo,** bilberry. *Myrtle*, mirto.

**Mosko,** musk, **musko,** moss. *Mosque*, moskeo.

**Negoco,** business affair, transaction, deal. *Negociate*, intertrakti, aranĝi.

**Novelo,** tale, novelette, short story. **-eto,** very short story. *Novel*, romano.

**Oferi,** sacrifice, offer up. *Offer*, proponi, prezenti.

**Okaze,** by chance, accidentally. *Occasionally*, iufoje, laŭokaze, de tempo al tempo.

**Oportuna,** convenient, handy, opportune (in this sense). *Opportune*, ĝustatempa. *Opportunity*, okazo.

**Pamfleto,** satirical or libellous pamphlet or treatise, lampoon. *Pamphlet*, broŝuro.

**Parafino,** (a) (chem) general name for hydrocarbons of the series $C_n H_{2n+2}$, and especially (b) paraffin wax, solid paraffin (**parafina vakso**). *Paraffin oil (kerosene)*, petrolo, lampoleo.

**Parcelo,** allotment, holding, lot (of land). *Parcel*, pakajo.

**Parenco,** relative, relation. *Parent*, patro, patrino.

**Patosa,** impassioned, fervid, with an excited expression of feeling. *Pathetic*, kortuŝa.



**Pego,** woodpecker. *Peg*, kejlo, ligna najlo.

**Petrolo,** petroleum in wide sense: (a) crude mineral oil (**kruda petrolo**),* (b) paraffin (lamp) oil, kerosene (**lampoleo, lampa petrolo**). **Petrola lampo,** paraffin lamp. *Petrol*, benzino. Cp. **vazelino,** vaseline, petroleum jelly.

**Pigo,** magpie. *Pig*, porko.

**Placo,** public square. *Place*, loko.

**Planko,** floor. *Plank*, tabulo.

**Pleto,** tray, salver. *Plate*, telero, plato, klišo, lameno, arĝentajaro.

**Porko,** pig. *Pork*, porka viando.

**Praktiki,** exercise, carry on (profession, trade, etc.,) put in practice (as opposed to theory). *Practise* (piano, etc.), ekzerciĝi, sin ekzerci.

**Pramo,** ferry-boat. *Pram* (*perambulator*), infanveturilo, (infan)ĉareto, "pušilo".

**Presi,** print. *Press*, premi, instigi; gazetaro.

**Pretendi,** claim, maintain, assert a right to. *Pretend*, ŝajnigi, preteksti.

**Prezent-i,** proffer, introduce, represent. *Present*, donaci, ĉeestanta, nun(temp)a, astempa.

**Proces-o,** law-suit, case. *Process (proceeding, procedure)*, procedo, agmaniero.

**Propra,** one's own, personal. *Proper*, deca, **konvena, ĝusta,** prava, taŭga.

**Prudenta,** reasonable, sensible, sane, common-sense. *Prudent*, singarda, diskreta.

**Pruno,** plum. *Prune*, sekigita pruno, sekpruno.

**Punto,** lace. *Punt*, prameto.

**Ravi,** delight, enrapture, ravish. *Rave*, frenezi, deliri, furiozi.

**Rento,** income (from property), returns, means. *Rent*, lupago, luprezo; fendo, ŝiro.

**Rezign-i,** give up claim to, relinquish, renounce, waive. *Resign (post, etc.)*, abdiki. *Resignation (state of mind)* rezignacio.

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* For (a) (**kruda petrolo**) P.V. gives **nafto,** Fulcher and Long propose **petroleo.** The root **naft-** is in Oficiala Aldono I, there translated F *naphte*, A. G. *naphti(h)a*, R *neft*, Pol. *nafta*. But though the root **naft-** is international, it is very vague: in Czechoslovakia, Russia, and Turkey, it means *petroleum* (crude oil); in U.S.A. and Spanish America, *petrol*; in Poland, *paraffin oil*, and in Bulgaria *gas oil*. In England and Western Europe it is ambiguous and obsolescent. Unless defined it is better avoided.

**Ribo,** currant. *Rib*, ripo.

**Rimarki,** notice, observe, note. *Remark*, (ek)diri, atentigi.

**Rimedo,** means, expedient, way, resource. *Remedy*, rebonigilo, kuracilo, korektilo.

**Riverenci,** bow, curtsey, make obeisance (do reverence) to, salute. *Reverence*, respektegi.

**Sentenco,** short pithy wise saying, proverb (in this sense). La -oj de Salomono. **-a,** sententious. *Sentence*, frazo, juĝo, kondamno.

**Simpatio,** liking, affinity. **Simpatia,** congenial, having tastes or opinions in common, kindred-souled (Li estas por mi simpatia=I like him). *Sympathy*, kunsento, kompato.

**Sindikato,** (Trade) Union. *Syndicate (ring)*, kartelo, trusto.

**Spleno,** melancholy, low spirits, depression, boredom, "blues". *Spleen*, lieno; malico, sarkasmo.

**Sorto,** lot, fate, destiny. *Sort*, speco, klaso.

**Splito,** splinter, chip. *Split*, fendo, skismo.

**Stablo,** trestle, etc. (see Millidge). *Stable*, stalo, stabila.

**Stipendio,** scholarship, bursary. *Stipend*, salajro.

**Strikta,** close-fitting, constricted. *Strict*, rigora, severa, preciza.

**Subskribi,** sign. *Subscribe*, aboni, kotizi, konsenti.

**Taksi,** estimate, appraise, assess, value (rate) at, put a price on. *Tax*, akuzi, imposti, trouzi.

**Tarifo,** list or scale of charges. *Tariff*, doganimposto, impostaro.

**Tino,** tub, vat. *Tin*, lado, ladskatolo, stano.

**Torfo,** peat. *Turf*, herbotufo, (*lawn*) razeno.

**Triviala,** vulgar, common, low. *Trivial*, bagatela, malgrava.

**Verso,** (line of) verse, verse (of Bible). *Verse* (of poetry), strofo.

**Vikario,** curate. *Vicar*, parohestro.

**Vulgara,** widespread, common, general, everyday, usual, popular ("en la vulgara lingvo", "vulgarigo de scienco"). *Vulgar*, triviala, kruda, maldelikata, vulgaraĉa, maldeca.

M.C.B.

# KIEL ESTI INTERNACIA ĜENTILHOMO

Esperantistoj vojaĝas. Iuj ofte, iuj malofte, laŭ la financa stato, kapablo kaj sorto. Kaj tiuj, kiuj ne povas vojaĝi eksterlanden foje renkontas eksterlandajn Esperantistojn en sia propra lando.

Ĉar Esperantistoj havas la rimedon de komuna lingvo, kiu ebligas pli facilan kaj pli rapidan amikiĝon eksterlande, ili havas avantaĝon kompare kun la ordinaraj ne-Esperantistaj turistoj. Tiuj ĉi estas ofte unulingvuloj, kiuj agas kvazaŭ ili portas kun si pecon de propra hejmlanda tero; babilas nacilingve inter si, serĉas tiun raran "fremdulon" dum la vojaĝado, kiu scipovas la nacian lingvon de tiuj turistoj, kaj grumblas inter si: "Kial ĉi tiuj homaĉoj ne parolas nian lingvon?!"

Kaj pro alia eco oni povas rekoni tiujn "ordinarajn turistojn"; ili ofte ignoras la kutimojn en la vizitata lando, agas laŭ la kutimoj kaj moroj de sia hejmlando, kaj tiel kaŭzas embarason, ĝenon, eĉ ofendon. Ili tiel estiĝas prototipe "fremduloj" kie ajn ili estas.

La pli intima kontakto inter la Esperantista vojaĝanto kaj la renkontitaj Esperantistoj en la celita lando preskaŭ devigas, ke oni kiel eble plej rapide lernu ion pri la lokaj kutimoj; ne nur por eviti embarason, sed ankaŭ por vere pli intime konatiĝi kun la kulturo kaj rapidigi la interamikiĝon. Koncize dirite, oni devus esti "Internacia Ĝentilhomo" en la okuloj de la gastigantoj.

Dum pli ol kvindek jaroj kiel Esperantisto, mi vizitis multajn landojn; kaj pli kaj pli konstatis la valoron kaj la bezonon de antaŭscio pri lokaj kutimoj. Tiucele mi ellaboris por mi mem "regularon" pri tio, kaj pri la kategorioj de kutimoj kaj moroj atentendaj. Esperante ke tiu "regularo" helpos al aliaj Esperantistoj - precipe novaj, unuafoje vojaĝantaj eksterlanden - mi tie ĉi prezentas konsilojn pri kiel estiĝi "Internacia Ĝentilhomo".

## LA BAZA PRINCIPO.

Celu lerni, ne juĝi. Alfronto de loka kutimo povas facile konduki al komparo kun la propra: Memoru, ke objektive ne ekzistas "bonaj" kutimoj aŭ "malbonaj" kutimoj; nur *malsamaj* kutimoj.

## LA DUA PRINCIPO.

Evitu konjektadon. Demandu, ne supozu. Se vi mem provas interpreti iun kutimon aŭ geston, vi povas tion fari nur per viaj propraj moroj, vivo kaj kulturo. Tial vi ne povas esti certa, ke vi ĝuste komprenas la signifon kaj uzon. Anstataŭ konjekti aŭ supozi, faru mensan noton kaj je taŭga tempo pridemandu al loka Esperantisto. Agi tiel havas belan flankbonon; vi ne nur lernos ion utilan, sed tiu al kiu vi demandis estos feliĉa ke vi montris tiun intereson kaj ĝentilecon.

## LA KATEGORIOJ ATENTENDAJ.

Ni nun konsideru la kategoriojn atentendajn. Ne temas pri lerni socian sciencon aŭ antropologion; vi celas plibone kompreni la agadon ĉirkaŭ vi kaj eviti senkonsciajn tamen eble krudajn aŭ ofendajn agadojn kaj eĉ malĝentilajojn.

1. Salutado.

Je la unua renkontiĝo, sekvu vian propran kutimon; tamen rigardu kiel la lokaj homoj salutas unu la alian. Ekzemple, en multaj Aziaj landoj la loka kutimo estas riverenco per kliniĝo de la supra korpoparto. Tion vi prefere ne provu imiti, ĉar la kutimoj estas komplikaj (kiel kliniĝi, kiom longe, kiu restariĝas unue, ĉu kun okulkontakto, ktp ktp) kaj provante imiti, vi povus agi ridige.

En iuj landoj la homoj kutime ne tuŝas unu la alian fizike. Tamen preskaŭ ĉie simpla manprema saluto estas komprenata kiel ĝentila saluto. Iuloke homoj kutime brakumas, tenas la ŝultrojn, eĉ kisas (kiomfoje? kiu(j)n vango(j)n? ĉu "enaere" aŭ survange?) kaj tiuj kutimoj varias laŭ la cirkonstancoj kaj la rilato inter la renkontantoj.

Estas sugestite ke, antaŭ ol vi bone konas la kutimojn tiurilate, sekvu vian propran kutimon en formala okazo. Ne agu tro intime ekde la komenco.

2. Vokado.

Kiam estas necese voki iun voĉe - kio estas la loka kutimo? Ekzemple, la uzo de antaŭnomo aŭ karesnomo, eĉ mallongigita nomo, varias multe inter diversalandaj kutimoj. Kelkloke la tuja uzo de antaŭnomo, eĉ kun la plej bona intenco kaj bonvolo, povas ofendi. Aliloke, vi devos alkutimiĝi al la tuja uzo de antaŭnomoj.

Estas sugestite ke, se ekzistas ia dubo, vi uzu la plenan formalan nomon, inkluzive titolon se vi tion scias. Poste, je taŭga tempo, demandu al via nova konato kiel tiu preferas esti vokita.

Kiel kapti ies atenton? Ankaŭ pri ĉi tio la kutimoj tre varias. La uzado en Usono de "Hej!" preskaŭ nenie taŭgas en aliaj landoj. Se vi alvokas per "Atentu!" aŭ "Aŭskultu!" vi aspektos abrupta. Prefere ne laŭtvoĉe voku iun de malproksime; iru al tiu. NENIAM fajfu por kapti atenton.

En restoracio, kelkloke estas kutime voki kelneron per aplaŭdo aŭ fingroklako. Aliloke tio garantios ofendon (kaj tre eble malbonegan servadon). Neniam petu atenton per tiro de maniko aŭ per frapeto de fingro sur korpo. Se vi uzas mangeston, tion faru nur diskrete.

Kio pri mansignoj? La uzo de mansignoj varias ege ĉirkaŭ la mondo. Foje en Japanio mi provis alvoki kelnerinon per mansvingo kutima en Usono, manplato supre. Mia Esperantista kunulo tuj avertis min, ke oni en Japanio tiel vokas nur *hundon*; por voki homon, oni turnas la manplaton malsupren kaj svingas la fingrojn al si. En multaj landoj ekzistas preskaŭ aparta lingvajo de fingro- kaj mansignoj, kaj tiu lingvajo inkluzivas filingvon. Evitu la uzon de tiaj gestoj antaŭ ol vi bone komprenas la lokan signifon.

3. Manĝado.

Pri ĉi tiu homa agado kutimoj abundas, kaj abunde varias. Ekzemple en iuj lokoj aŭdebla rukto ĉe la tablo silentigos la tutan ĉambron per ŝoko; en aliaj lokoj, tio estas ne nur akceptebla konduto, sed povas esti eĉ komplimento al la kuiristo. Iuloke oni englutas supon per akvofaleca bruado. En aliaj landoj, oni kiel eble plej silente manĝas. Manĝi per la fingroj estas akceptebla konduto kelkloke, kaj eĉ religiaj reguloj diktas per kiuj fingroj kaj manoj oni rajtas fari kion. Iuloke oni rajtas preni la bovlon aŭ teleron en la mano kaj levi al la buŝo; aliloke, tia konduto ŝokus kaj ofendus.

**(daŭras sur la sekva paĝo)**

Estas sugestite, ke kiam vi unue sidiĝas ĉe la tablo, iom hezitu kaj rimarku kiel agas la lokanoj pri la manĝado, kaj provu imiti ilin. La diferencoj pri manĝkutimoj povas esti sprita temo por la ĉetabla konversacio, kaj en la diskuto, ĉiuj lernos ion novan pri aliaj kulturoj. La Usona kutimo pri uzo de tranĉilo kaj forko mirigas multajn eksterlandanojn!

Se pro religia aŭ kultura kialo vi ne povas manĝi ion sur via telero, prefere simple ne manĝu ĝin sen tiri atenton al tio. Se iu demandas kial vi ne manĝas ion, vi rajtas diri ĝentile ke vi jam manĝis sufiĉe aŭ simile klarigi. Se via gastiganto estas simile ĝentilhomeca, tiu antaŭ la manĝado petos vin pri viaj manĝokutimoj kaj preferoj. Sed estas sugestite, ke vi ne trudu tian informon proprainiciate.

4. Donacoj.

Tre ĝenaj problemoj kuŝas en la kutimoj pri donacoj. Reciproka donacado estas intima parto de multaj kulturoj, kaj kelkloke la sistemo estas tiel komplika, ke ĝi estas preskaŭ ne lernebla de vizitanto. Estas konsilinde donaci nur modeste kaj nur je taŭgaj okazoj. Estas bone porti aron da malmultekostaj donacajoj el la propra lando, se eble io unika al tiu lando. Belaj bildkartoj aŭ fotografajoj de vidindajoj el la propra lando estas kutime ĝoje akceptitaj, speciale kun surskribo amikeca.

Ne tro entuziasmiĝu pri iu posedajo de via gastiganto; en kelkaj mondpartoj tio devigas, ke la posedanto ĝin donacu al vi vole-nevole. Certe vi rajtas esprimi miron aŭ plezuron pri la beleco de iu pentrajo aŭ skulptajo; tamen ne troigu sed laŭdu mallonge kaj nur unufoje.

Estas sugestite, ke vi atendu ĝis via gastiganto mem montras al vi siajn ŝatatajn posedajojn. Prefere vi ne iniciatu. Se vi ricevas donacon kaj volas reciproki, faru tion per io se eble pli-malpli samvalora, certe ne multe plivalora, por eviti embarason. Se vi scias, ke la naskiĝtago aŭ nomtago de via gastiganto okazos dum via vizito, salutu per modesta donaco aŭ salutkarto.

5. Pri hejmoj.

En iuj landoj vi eble estos invitita al ies hejmo. En aliaj landoj, tio preskaŭ neniam okazas. Se vi estas tiel invitita, se eble antaŭe enketu pri la ĉefaj kutimoj en tiu loko. Ekzemple, en iuj Aziaj landoj oni deprenas la ŝuojn antaŭ eniri la hejmon; se oni portas mantelon aŭ ĉapelon, tiujn oni deprenu antaŭ eniro. Kvankam kutimoj tre varias pri gastigado, bona ĝenerala regulo estas, ke vi ne tuj agu kiel enketema kato, tranazumante ĉambrojn ktp. Atendu ĝis la gastiganto mem kondukas vin. Estas konsilinde ke vi akceptu la seĝon indikitan de la gastiganto, eĉ se ĝi ne aspektas tre komforta. Escepte kiam temas pri religia aŭ sanstata kialo, neniam rifuzu trinkon aŭ manĝajon al vi proponitan de la gastiganto.

Lastatempe la afero pri fumado/nefumado estiĝas pli kaj pli grava. Estas tre konsilinde unue demandi al via gastiganto ĉu oni permesas fumadon en ties hejmo. Se enirante vi ne rimarkas cindrujojn, ne fumu ĝis la gastiganto klarigas ĉu vi rajtas tion fari. Kaj se vi rajtas fumi, tamen ĉe la tablo neniam fumu dum iu manĝas, escepte ke la gastiganto tion iniciatas aŭ urĝas.

Se vi gastigas eksterlandan Esperantiston en via hejmo tranokte, konduku tiun tra la hejmo, klarigante pri la funkciado de diversaj de li uzotaj objektoj kiel bano, necesejo kaj tukoj. Pensu pri tio, kion vi mem volus scii se estus vi en fremda hejmo; kaj tion sciigu al via gasto.

6. Fotografado.

En iuj landoj homoj ne deziras esti fotitaj sen permeso. En iu ajn lando, estas konsilinde peti permeson antaŭ foti iun, aŭ posedajon de iu. Se vi fotas gastiganton kaj/aŭ ties familianojn dum vizito, nepre poste sendu ekzemplerojn de la plej bonaj fotografajoj al ili. La kosto estas bagatela, kaj la ĝojo valoras multe pli.

Estas ĝentile, ĉiam peti permeson la unuan fojon kiam vi celas foti iun.

KONKLUDO

Jen eta regularo kaj kelkaj sugestoj. Kompreneble ekzistas pli da kategorioj; estas kutimoj pri interŝanĝo de nomkartoj; kiel alparoli familianojn, infanojn; pri dorlotbestoj; ktp ktp. Tiu, kiu agas antaŭpenseme kaj sentive evitos embarason, pli ĝuos la viziton, kaj des pli bone - estos refoje invitita.

Esperanto estas la ilo, kiu ebligas interkompreniĝon kaj amikiĝon per forigo de lingva barilo. Kaj ĝentileco estas la ilo, kiu faciligas tion per forigo de la bariloj kulturaj.

Ni ĉiuj estu "internaciaj ĝentilhomoj"!

**William R. HARMON**

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